

The Influence of Serial Image Media on Reading Interest in Grade I Elementary School Students

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi pengaruh media gambar berseri terhadap minat membaca dan respon siswa setelah menggunakan media tersebut. Populasi yang diteliti adalah kelas I A dan B di Sekolah Dasar Ma'arif Pagerwojo Sidoarjo. Penelitian ini menggunakan pendekatan kuantitatif, dengan media gambar berseri sebagai variabel independen dan minat membaca sebagai variabel dependen. Instrumen yang digunakan adalah lembar tes dan lembar angket respon siswa. Data dianalisis menggunakan perangkat lunak SPSS versi 25. Hasil penelitian menunjukkan bahwa: 1. Hasil belajar siswa yang menggunakan media gambar berseri (kelas eksperimen) di kelas I A termasuk dalam kategori baik. 2. Hasil belajar siswa kelas I B yang tidak menggunakan media gambar berseri (kelas kontrol) juga termasuk dalam kategori baik. 3. Berdasarkan analisis inferensial dan uji hipotesis, ditemukan bahwa nilai F tabel dan nilai signifikansi lebih besar dari taraf signifikansi ($0,646 > 0,05$).

Abstract

The purpose of this research is to identify the effects of serial image media on students' reading interest and responses after using the media. The population studied consists of classes I A and B at Ma'arif Pagerwojo Elementary School in Sidoarjo. This study employs a quantitative approach, with serial image media as the independent variable and reading interest as the dependent variable. The instruments used are test sheets and student response questionnaires. Data were analyzed using SPSS software version 25. The research results indicate that: 1) The learning outcomes of students who used serial image media (experimental group) in class I A fall into the good category. 2) The learning outcomes of students in class I B who did not use serial image media (control group) also fall into the good category. 3) Based on inferential analysis and hypothesis testing, it was found that the F-table value and the significance value are greater than the significance level ($0.646 > 0.05$).

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1. INTRODUCTION

According to Yatimah and Sumantri (2017), education is the process of changing the attitudes and behavior of individuals or groups through teaching and training. In legal science, pedagogical interactions occur between teachers and students to achieve learning goals. One level of education is basic education which is important for determining further developments and is adapted to the implementation of the 2013 curriculum which uses a thematic learning approach.

Learning is a two-way communication process between teachers and students, as well as between students and students to achieve the desired competencies (Hermawan, 2013). Dirman and Juarsih (2014) stated that learning involves human elements, materials, space and methods,

and is an important factor in achieving learning goals. Therefore, teachers must teach by using the learning environment to achieve learning goals.

According to Tarigan (2015), reading is a process in which the reader tries to obtain the message conveyed by the author through the medium of words or written language. All areas of the human soul are involved and moved when reading, and reading is considered as knowledge towards broad knowledge management. This opinion is supported by Dalman (2014), who states that reading is an activity or cognitive process that aims to find information in writing. Furthermore, Nurhadi (2016) revealed that reading involves a critical-creative processing of reading to obtain a comprehensive understanding of the reading, followed by an assessment of the state, value, function and impact of the reading. Finally, according to (Hardianti, 2022) The ability to read is very important for elementary school students, because by reading students can follow the lesson correctly, if students cannot read then the student will definitely encounter difficulties when understanding the learning material.

The use of serial image media has several reasons that can support increasing interest in reading in class I students at Maarif Pagerwojo Elementary School. Here are some reasons:

- a. Serial image media has a strong visual appeal and is able to attract the attention of students who are still in the early stages of learning to read. The use of pictures in learning to read can increase students' interest and make it easier for them to understand the text.
- b. Series of images can enrich students' reading experience by providing illustrations to accompany the text. This helps students visualize the story or information they read, which in turn can increase their interest in reading.
- c. Serial image media can help students understand the storyline, characters and context visually. This can bring the story to life and get students more involved in reading. Through the media of serial images, students can practice visualization skills, namely the ability to imagine and create images in students' minds when reading text. According to research by Kimberly T. Lawless and Linda B. Gambrell (2017), strong visualization skills are closely related to good reading ability and high interest in reading.
- d. Serial images can stimulate students' imagination and creativity. When students engage with interesting images, they can develop their own stories and contribute to their deeper understanding. According to research by Jessica K. Parker and Brian R. Bryant (2017), the use of images can increase students' creative abilities and their interest in reading activities.

By utilizing serial image media, class I students at Maarif Pagerwojo Elementary School can have a more interesting and meaningful reading experience. This is expected to increase their interest in reading, strengthen their reading skills, and form a strong foundation for their future literacy development.

From the description above, it can be concluded that reading has an important role in gaining understanding and expanding knowledge. According to Slameto in (Putri, 2019) Interest is a feeling of preference and a feeling of attachment to a thing or activity without anyone ordering or accepting it or a relationship between oneself and something outside oneself. according to Hilgard in (Susanti, 2021) Interest in reading is a person's full involvement in reading activities to gain knowledge and understanding about various fields of science. In terms of concentrating attention while reading, interest in reading plays an important role in generating natural attention, facilitating concentration of attention, and preventing external distractions. When young children have an interest in reading, reading activities are no longer considered an obligation, but become a natural concern.

Thus, interest in reading is an attitude in every child that can encourage them to know more through reading activities (Mirnawati, 2019). According to Tarigan in (Mangera, 2015) Interest in reading is an attitude of paying attention to an attitude of wise intellectual curiosity, coupled with a constant effort to explore new areas of knowledge (information) and a willingness to provide time to carry out reading activities. . Even though reading is an activity that requires intensive time and thought, if it is done with interest it will be a pleasure. According to Eanes in (Mirnawati, 2020) when a child reads in search of knowledge, it is as if the student is having a

direct dialogue with the author. This means that when a child reads in search of knowledge, they are not just reading the text mechanically, but they feel pleasure and excitement in the reading process. They are emotionally involved with the story or information presented in the work.

Basically, interest in reading is an important factor in the student learning process at school. However, at Maarif Pagerwojo Elementary School, there are indications that grade 1 students have not shown optimal interest in reading during the teaching and learning process. This factor may be caused by several factors, including inappropriate use of media and learning methods. Therefore, more in-depth research is needed to analyze the influence of media use and learning methods on grade 1 students' reading interest.

However, the results of observations at Maarif Pagerwojo Elementary School show that grade 1 students have not shown optimal interest in reading during the teaching and learning process. This factor can be caused by various things, including inappropriate use of media and learning methods. Therefore, it is important for teachers to use appropriate media and methods to help students in the learning process, especially in terms of reading and increasing students' interest in reading.

To improve the reading learning process for lower grade students, serial image media can be used that are appropriate to the development stages of students in general. The use of serial image media is considered appropriate because students at this stage still see everything as one unit and are able to understand the relationship between concepts in a simple way. According to Azhar Arshad in (Jamal, 2020), serial image media can clarify teaching material and provide visual stimuli that produce better learning results. By using serial image media, students can be stimulated to recognize and relate the concepts seen in the image, as well as try to read the words or sentences below the image. Therefore, according to (Suryani, 2018) serial image media is an important and easily available visual tool to increase students' interest and reading ability.

According to (Suryani, 2018) serial images are included in visual learning media, namely in the form of image media. Visuals can also foster student interest and create a connection between the content of the lesson material and the real world. A series of images is a series of interconnected image stories in each image. A series of images is a series of stories that are formed into images presented systematically, meaning sequentially between the story of one image and the stories of other images that are interconnected.

According to Suryani (2018), serial images are included in visual learning media, namely in the form of image media. Visuals can also foster student interest and create a connection between the content of the lesson material and the real world. Serial image media has long been used as an effective and easy learning medium. These images can be obtained from various mass media such as magazines, newspapers, calendars and bulletins, and can be made by the teacher himself. However, the images used must be adjusted to the objectives and subject matter that will be taught to children. In the various opinions above, serial image media is considered to facilitate understanding and strengthen memory, so that it can increase children's interest in reading, especially in the first grade of elementary school. Serial image media is suitable as a learning medium because it is commonly used by students and can visualize attractive colors.

Based on the background that has been explained, the formulation of the problem in this experimental research is: 1) What is the influence of serial image media on interest in reading in grade 1 students at Maarif Pagerwojo Elementary School? 2) How do students respond after using serial image media in grade 1 students at Maarif Pagerwojo Elementary School?

2. RESEARCH METHOD

This type of research is quantitative research, with a research design using pre-test and post-test using experimental classes and control classes. According to Kasiram in (Putri, 2020) quantitative research is a research method that uses data processes - power in the form of numbers as a tool for analyzing and conducting research studies, especially what has been researched. According to Ibrahim in (Makagingge, 2019) the definition of quantitative research is research that is based on assumptions, then variables are determined, and then analyzed using valid

research methods, especially in quantitative research. The population in this study was students in classes IA and IB at the Ma'arif Pagerwojo Elementary School in Sidoarjo, totaling 40 (forty) students. Meanwhile, the type of sample chosen is a saturated sample, meaning the number of samples is the same as the population.

The instruments used in this research consisted of a test sheet for the pre-test and a test sheet for the post-test. The pre-test and post-test test sheets use paper containing questions with a series of pictures to measure students' mastery of their reading interest. The pre-test test sheet consists of 10 questions in multiple choice form. Meanwhile, the post-test questions also consist of 10 questions in multiple choice form with a series of pictures showing the complete activity. Apart from that, a questionnaire was also used for student responses to serial image media after learning.

According to Sugiyono in (Indika, 2017), data analysis is a complex process in research that requires hard work, creativity and a high level of knowledge. Data analysis techniques in quantitative research use statistical methods. The data analyzed in this research is learning outcomes data consisting of pre-test and post-test scores. First, a normality test is carried out to check whether the data is normally distributed. According to Arikunto in (Bernard, 2018), data normality testing can be carried out using SPSS version 20 software with the Kolmogorov-Smirnov statistical test. The data tested for normality were the initial and final data of students (pre-test and post-test) from both samples. Data analysis in this study used SPSS software.

Normality Test Hypothesis:

- a. Ho : datanormally distributed
- b. H1 : datanot normally distributed

Table1 Normality Test Decision Making

| | | |
|---------------------------------------|-----------------|----------------------------------|
| $p - \text{value} > \alpha (0.05)$ | Ho accepted | Data has normal distribution |
| $p - \text{value} \leq \alpha (0.05)$ | Ho was rejected | Data is not normally distributed |

Source: Arikunto in (Bernard, 2018)

Next, a homogeneity test is carried out to evaluate whether the two groups of data have similar (homogeneous) variances. This homogeneity test was carried out using SPSS 25 for Windows software.

Homogeneity Test Hypothesis:

- a. Ho :homogeneous variety
- b. H1 :variety is not homogeneous

Table2 Homogeneity Test Decision Making

| | | |
|---------------------------------------|-----------------|-------------------------|
| $p - \text{value} > \alpha (0.05)$ | Ho accepted | Data is homogeneous |
| $p - \text{value} \leq \alpha (0.05)$ | Ho was rejected | Data is not homogeneous |

Source: Arikunto in (Bernard, 2018)

Lastly, the hypothesis test used is parametric statistics using a comparative test of 2 independent samples if the data obtained is normally distributed and homogeneous. Meanwhile, if the data used is not normally distributed or homogeneous, non-parametric statistics are used.

The formula for the comparative test for 2 independent samples is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1) s_1^2 + (n_2 - 1) s_2^2}{n_1 + n_2 - 2} \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

(Sugiyono, 2017)

Information:

- t =calculated t value
- \bar{x}_1 = average value of sample 1
- \bar{x}_2 = average value of sample 2
- s1 = sample standard deviation 1
- s2 =sample standard deviation 2
- n1 = number of sample members 1
- n2 = number of sample members 2

Test criteria:

- a. If the statistical test value (t-count) is greater than the critical value (t-table) and the significance value is less than or equal to 0.05, then the alternative hypothesis (H1) is accepted while the null hypothesis (Ho) is rejected. This shows that there is a significant difference between the experimental class and the control class.
- b. If the statistical test value (t-count) is smaller than the critical value (t-table) and the significance value is greater than 0.05, then the alternative hypothesis (H1) is rejected while the null hypothesis (Ho) is accepted. This shows that there is no significant difference between the experimental class and the control class.

Finally, student response questionnaire sheets were used to collect data. According to Sugiyono in (Indika, 2017), a questionnaire is a data collection method that involves giving a series of questions or written statements to respondents to answer. The use of questionnaires is very suitable for collecting large amounts of data.

Respondents' answers can be expressed in the statement "Strongly Agree" (SS) with a value of 4, "Agree" (S) with a value of 3, "Not Agree" (KS) with a value of 2, and "Disagree" (TS) with a value of 1. Respondent questionnaire analysis is calculated using the following formula:

$$P = x 100 \frac{n}{N}$$

Information:

P = assessment percentage (%)

n = number of scores obtained

N = maximum number of scores

The following is an interpretation of the student response questionnaire to the media which can be seen in the table as follows:

Table3 Interpretation of Student Responses

| Value Criteria | Percentage (%) | Category |
|----------------|----------------|----------------|
| 4 | 76-100 | Strongly agree |
| 3 | 51-75 | Agree |
| 2 | 26-50 | Disagree |
| 1 | 0-25 | Don't agree |

Source: Sugiyono, 2017

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

The results of this research explain the importance of learning to read in grade I elementary school (SD) students and are the focus of attention for educators. This research aims to examine the effect of using serial image media on reading interest in class I students at Maarif Pagerwojo Elementary School.

a. Pre Test and Post Test Results

i) Experimental Class

Based on the result of the research, it was found that at the beginning of the research, the pretest score for the experimental class had an average of 70. However, after the intervention using serial image media, there was an increase in the post test score to 89 with a KKM score of 77. This indicates an increase in understanding. and students' abilities after participating in intervention with serial image media in the experimental class.

ii) Control class

Based on the research results, it is known that at the beginning of the research, the control class's pretest score had an average of 67. However, after observations or assessments were carried out at the end of the research, there was a slight increase in the control class's posttest score to 79 with a KKM score of 77. Although there was an increase However, the increase is not very significant and looks slightly higher compared to the experimental class.

c. Hypothesis Prerequisite Test

Testing of the hypothesis requirements is carried out to determine the hypothesis testing method that will be used, whether using parametric statistics or non-parametric statistics. Testing the requirements for this hypothesis involves two tests, namely the normality test and the homogeneity test.

i) Normality Test

Table 4. Kolmogorov – Smirnov Normality Test

| Tests of Normality | | | | | | | |
|---------------------------------------|---------------------|---------------------------------|----|------|--------------|----|------|
| | Kelas | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | | Statistic | Df | Sig. | Statistic | df | Sig. |
| Hasil Belajar | PreTest Eksperimen | .182 | 20 | .080 | .871 | 20 | .012 |
| | PostTest Eksperimen | .215 | 20 | .016 | .847 | 20 | .005 |
| | PreTest Kontrol | .176 | 20 | .106 | .869 | 20 | .011 |
| | PostTest Kontrol | .197 | 20 | .041 | .886 | 20 | .023 |
| a. Lilliefors Significance Correction | | | | | | | |

Based on the results of the Kolmogorov-Smirnov test, it can be concluded that the value data in classes IA and IB have a normal distribution with a significance of more than 0.05. Therefore, researchers used a homogeneity test with the help of the SPSS 25 program.

ii) Homogeneity Test

Table 5. Homogeneity Test

| Test of Homogeneity of Variance | | | | | |
|---------------------------------|--------------------------------------|------------------|-----|--------|------|
| | | Levene Statistic | df1 | df2 | Sig. |
| Hasil Belajar | Based on Mean | 5,818 | 1 | 38 | .021 |
| | Based on Median | 2,447 | 1 | 38 | .126 |
| | Based on Median and with adjusted df | 2,447 | 1 | 35,782 | .127 |
| | Based on trimmed mean | 5,634 | 1 | 38 | .023 |

Based on these data, it can be concluded that the significance value (0.021) is greater than 0.05. Therefore, it can be concluded that the variance of the pretest and posttest data is homogeneous.

d. Hypothesis testing

Table 6.Hypothesis testing

| | | Independent Samples Test | | | | | | | | |
|---------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | | Upper |
| Hasil Belajar | Equal variances assumed | 5,818 | ,021 | ,463 | 38 | ,646 | 3,500 | 7,566 | -18,817 | 11,817 |
| | Equal variances not assumed | | | ,463 | 35,351 | ,647 | 3,500 | 7,566 | -18,855 | 11,855 |

Based on the table presented, it is found that in the "Equal variance assumed" column there is an F value of 5.818 with a significance level of 0.021, which indicates that the population variances of the two groups are the same or homogeneous. Furthermore, the significance value (2 tailed) is 0.646 > 0.05. Therefore, in the (t) test the Polled Variance formula is used. With homogeneous data variance, a t value of 0.463 was obtained and a significance value (2 tailed) of 0.646. Therefore, Ho is rejected and H1 is accepted because significance (2-tailed) > α (0.646 > 0.05). Thus, it can be concluded that there is a significant difference in reading results between class IA and IB students.

3.2.Discussion

In this research, it was found that there was an improvement in students' understanding and increased abilities after participating in treatment with serial image media in the experimental class. This can be seen from the average difference between the pretest and posttest scores in the experimental class.

At the start of the research, the pretest score in the experimental class had an average of 70. After the intervention was carried out with serial image media, the post test score increased to 89. This shows that after students took part in the treatment with serial image media, their abilities and understanding increased.

On the other hand, at the start of the research, the pretest score in the control class had an average of 67. After observations or assessments were carried out at the end of the study, the posttest score increased slightly to 79. Although there was an increase in the posttest score in the control class, the increase This is not very significant and is higher compared to the experimental class.

These findings indicate that intervention with serial image media in the experimental class had a greater influence in improving students' understanding and abilities compared to no treatment in the control class. Therefore, it can be concluded that serial image media can help improve students' understanding and abilities, and this treatment provides more significant improvements in students' understanding compared to not providing treatment at all. In this research, it was found that there was an improvement in students' understanding and increased abilities after following treatment with serial image media in the experimental class. This can be seen from the average difference between the pretest and posttest scores in the experimental class.

In this research, a normality test was carried out using Liliefors Significance Correction (Kolmogorov-Smirnov) with the help of SPSS 25 software. With a significance level of α = 0.05 and a homogeneity of variance test, it was found that the research data had a normal and homogeneous distribution.

Next, a two-variable variance analysis test is carried out to determine whether the null hypothesis (H0) can be rejected or accepted. Based on the results of the calculation of variance analysis for two variables, using the T test table with the help of SPSS 25 software, the calculated T value was 0.463. The T table value with 1 degree of freedom in the numerator and 40 degrees of freedom in the denominator at a significance level of 0.05 is 4.08.

Thus, the calculated T is smaller than the T table, and the significance value (0.214) is greater than the significance level (0.05). Therefore, the alternative hypothesis (H1) is accepted, which states that there is a difference in reading learning outcomes between students in classes IA and I

B. The results of this study indicate that there is a significant difference between classes IA and IB in terms of students' reading outcomes at Maarif Pagerwojo Elementary School .

The results of the survey using a student response questionnaire showed that the majority of students did not agree or disagree with statements regarding learning to read using serial image media. Therefore, it is necessary to carry out further evaluation of this learning method to increase its effectiveness and get a more positive response from students. Within this framework, an experimental class can be formed that uses a reading learning method with a series of images that has been modified or adapted to the needs and characteristics of students. This experimental class will be involved in a study aimed at evaluating the effectiveness and response of students to new learning methods.

As a comparison group, there is a control class that does not use the reading learning method using serial image media. This control class was involved in the same study as the experimental class to compare the effectiveness of the method of teaching reading with series of pictures. Thus, the evaluation results obtained from these two classes can provide a more comprehensive picture of the effectiveness and response of students to the method of learning to read using serial image media.

Furthermore, based on the response questionnaire given to students, on average they did not agree with the use of serial image media or preferred to use other media. This can be seen from the statement in one of the student response questionnaires in number 3 which reads "Learning to read with pictures makes me like the lesson." Which shows that the criteria do not agree, it is true that learning to read with pictures can make learning more interesting and fun. However, that doesn't mean that students will automatically like all lessons taught using pictures. There are many factors that influence students' reading interest in learning, including the type of content studied, the teaching methods used, and so on. Thus, the use of images as a learning medium does not always guarantee students' success in liking the lesson being taught.

4. CONCLUSION

The results of this research show that the response of grade 1 students at Maarif Pagerwojo Elementary School to the use of serial image media tends to be negative. This research was carried out through the use of questionnaires given to students, which showed discomfort or even disenthusiasm towards the teaching and learning process that used serial image media.

Based on the research results, it can be concluded that the response of grade 1 students at Maarif Pagerwojo Elementary School to the use of serial image media can be categorized as negative. This can be seen from the results of the questionnaire given to students which shows that in general they do not like or even dislike the teaching and learning process using serial image media. Apart from that, previous research also shows that not all students have the same visual abilities in understanding serial images, so the use of this media cannot be completely relied on to facilitate students' understanding. Therefore, it is necessary to consider using serial image media wisely, taking into account students' visual abilities and paying attention to students' responses to the use of this media in the learning process.

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